



ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT; A STUDY ON SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study is an attempt towards examine the pattern of relationship between the Academic-Achievement and Parental-Involvement. The research was carried out of 600 adolescents in the age group of 15 to 18 years. The researchers used Academic-Achievement scores which were the aggregate percentage of marks from the previous one class, serve as indicators of academic achievement. Parental Involvement Scale(P) Vijaya laxmi chauhan & Gunjan Ganotra-Arora (2001) was used to study the impact of Parental Involvement on adolescent's academic success. The research was conducted in Jammu province. Forty schools were selected through simple random sampling and for the selection of students stratified random technique for equal representation of both Male and Female students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement had relationship in better Academic achievement of their children.

All schools of thought, involved in the study of personality are in agreement that child imitates his parents; his acquisition of pictures of social roles and his tendency to act out in later relationship are all associated with his interaction with his parents. Involvement of parents generally refers to the amount of participation a parent has when it comes to schooling and her life. It is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. Collaborating with community organizations that reflect schools' aspirations for all children. In favorable circumstances, adolescents acquire critical adaptive skills in the family among friends, and in the neighborhood but most will need added skills gained through systematic instruction and practice in the classroom. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. They are vital source of satisfaction for child's physical, psychological and emotional needs

Type of Involvement

Families whose children are doing well in school exhibit the following characteristics:

- 1. Establish a daily family routine. Examples:** Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
- 2. Monitor out-of-school activities. Examples:** Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- 3. Model the value of learning, self-discipline, and hard work. Examples:** Communicating through questioning and conversation, demonstrating that achievement comes from working hard.
- 4. Express high but realistic expectations for achievement. Examples:** Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
- 5. Encourage children's development/ progress in school. Examples:** Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
- 6. Encourage reading, writing, and discussions among family members. Examples:** Reading, listening to children read and talking about what is being read.

Akanle (2007) predicted socio-economic factors influencing students' academic performance in Nigeria. The data was collected from 120 students by using self-developed instrument tagged social-economic and academic performance rating scale. The results indicated that authoritative family had positive relationship with academic achievement of the students. Jaynes (2007) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that the influence of parental involvement overall was significant for secondary school children for both White and minority children.

Objectives

1. To study the level of academic achievement of secondary school students.
2. To study the level of Parental-Involvement of secondary school students.
3. To study the relationship between parental-involvement among secondary school students and their Academic achievement.

Hypotheses

1. There is no relationship between parental-involvement among secondary school students and their Academic achievement.

Sample & Tool:

A simple random technique for the selection of sample, such a technique is arbitrary because there it is representative of total population. The researcher, initially selected a sample of six hundred and thirty students of 9th class from fifteen government and fifteen private schools of Jammu district both from urban and rural areas. Finally, in the end, a sample of four six-hundred students were retained. Care was taken to ensure that the sample selected & the data gathered would be free from all possible bias. The following tools were used in the present study to obtain reliable data: Parental-involvement scale by Vijaya Laxmi Chauhan & Gunjan Ganotra-Arora.

Results and discussion

The Results of Statistical Analysis of Research Data are presented in this Chapter. The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, t-test, and the detail of the analysis, interpretation of data and discussion of results are presented as below:

The descriptive analysis of data was attempted under the following heads:

1. As the data for the present study were collected through random sampling, normality of the collected data was checked through, Kolmogorov-Smirnov (K-S) test of normality and Shapiro-Wilk (S-W) Test and Normal Quantile-Quantile (Q-Q) plot

Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk of normality for Parental-involvement.

Table – 1

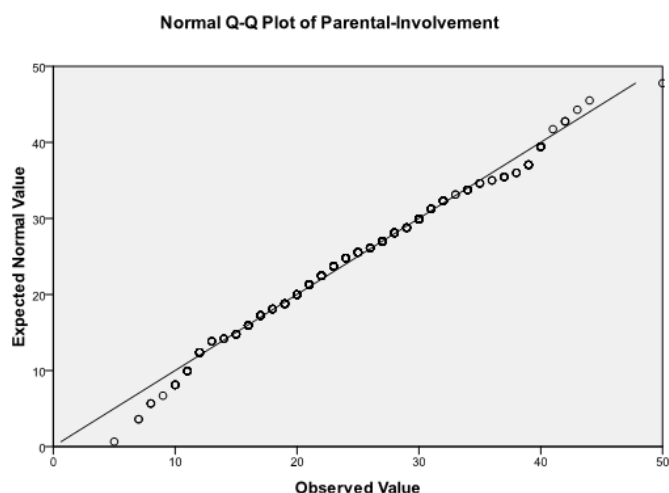
| Variable | N | Normal Parameters | | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|-----------------------|-----|-------------------|----|--------------------|-----|------|--------------|-----|------|
| | | | | K-S Stat. | Df | Sig. | S-W Stat | df | Sig. |
| Parental-Involvement. | 600 | Mean | SD | 0.76 | 600 | 0.19 | 0.83 | 600 | 0.24 |

Test distribution is normal

Table 1 depicts that the K-S value of normality for parental-involvement is 0.76 and S-W value of normality for parental-involvement is 0.83 for Secondary school students. The above table also emerged that the calculated value of normality is greater than 0.05 level of significance. It has been between 0 to 3 to be normally distributed. Therefore, the data is significant and is normally distributed. It means the data don't deviate significantly from a normal distribution. Hence, the data on Parental-Involvement of Secondary school students are normally distributed.

uted. Therefore, further parametric statistical treatment can be applied to the data.

1 (i) Normal Quantile-Quantile (Q-Q) Plot



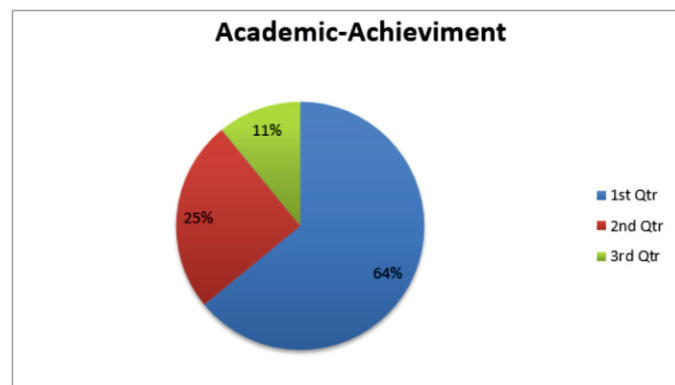
Figure– 1 (i) Normal Quantile-Quantile (Q-Q) Plot of Parental-involvement

The above figure 1 indicate that maximum points are close to diagonal line which show normality of data. Although few points at the top curve and bottom curve deviates from the diagonal line. Q-Q Plot above reveals that the most of the points are close to the diagonal line of the curve.

1.1 Academic – Achievement of Secondary School Students: Frequency and Percentage.

Table-1.1

| Academic- achievement Level | Frequency | Percentage |
|-----------------------------|-----------|------------|
| High (Above 67.93) | 84 | 14% |
| Moderate (60.21to67.92) | 428 | 71.33% |
| Low (Below 60.20) | 88 | 14.66% |
| Total | 600 | 100 % |



INTERPERTATION

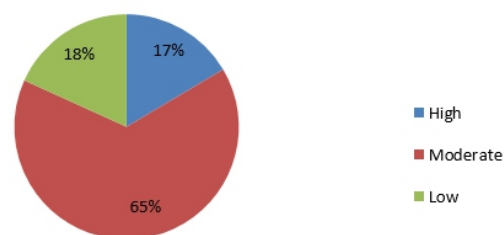
The table 1.1 depicts Out of the total 600 adolescents of secondary school Students, 84 of adolescent i.e. 14.00 % adolescent have been found in high level of Academic –achievement who score above 67.93 point. The table also shows that out of total 428 adolescents i.e. 71.25% comes in moderate level of Academic –achievement who score 60.21 to 67.92 points. The table also indicates that 88 of adolescents i.e. 14.75% have been found in low level of Academic –achievement that score below 60.20 points.

1.2 Parental-involvement of secondary school Students: Frequency and Percentage.

Table 1.2

| Parental-involvement Level | Frequency | Percentage |
|----------------------------|-----------|------------|
| High(Above 81.25) | 99 | 16.50 % |
| Moderate (63.44to81.24) | 392 | 65.33 % |
| Low(Below 63.43) | 109 | 18.25 % |
| Total | 600 | |

parental-involvement



INTERPERTATION

The table 1.2. depicts Out of the total 600 adolescents of secondary school stage, 99 frequency of adolescent i.e. 16.50 % adolescent have been found in high level of Parental-involvement who score above 81.25 score. The table also shows that out of total frequency 522 adolescents i.e. 65.25% comes in moderate level of Parental-involvement that score 63.44 to 81.24 points. The table also indicates that 109 frequencies of adolescents i.e. 18.25% have been found in low level of Parental-involvement who score below 63.43 points.

1.3 Relationship between Parental-Involvement among secondary school students and Academic -Achievement.

Table 1.3

| Variables | Coefficient of Correlation | Interpretation |
|------------------------|----------------------------|--------------------------|
| Parental – involvement | .79** | Significant at .01 level |
| Academic –achievement | | |

** Significant at .01 level

* Significant at .05 level

INTERPERTATION

A Perusal of Table 1.3 indicates that the coefficient of correlation between Parental-involvement and academic achievement is .79 which is marks high correlation between parental-involvement and academic- achievement significant .01 level of significance. So, it is concluded that Parental-involvement and Academic achievement are positively correlated in this sample; which indicates that with increase in Parental involvement scores there will be increase in academic achievement.

Discussion

It is evident from the above table that Parental-involvement had a significant and positive relationship with academic achievement; Parents could have to note that their interpersonal relationships and direct interest in education of their children could bring a better academic performance of their wards. Both the home and the school need to cooperate in making the learners to be well adjusted emotionally as this could make more Academic- Achievement . Students having more parental-involvement got the capacity to

- Use language, native language, and perhaps other languages, to express what's on their mind and to understand other people
- Understand other people
- Understand of themselves, of knowing who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to gravitate toward than the other sub groups.

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